minimum actual use requirements of Sections 74.931(e)(2) and (3) are met.[41/] Thus, for example, an ITFS licensee that actually transmitted thirty hours per channel per week of ITFS programming was only required to reserve for ready recapture an additional ten hours.

Newly-adopted Section 74.931(e)(9), however, could be read to require ITFS licensees engaged in channel mapping or channel loading to preserve in excess of 40 hours per week per channel. That Section provides, in pertinent part, that an ITFS licensee may engage in mapping or loading:

> subject to the condition that it provide a total average of at least 20 hours per channel per week of ITFS programming on its authorized channels. The licensee also retains the unabridgeable right to recapture, subject to six months' written notification to the wireless cable operator, an average of an additional 20 hours per channel per week for simultaneous programming on the number of channels for which it is authorized.

(emphasis added).

The problem, in a nutshell, is that the underscored sentence appears to require the preservation of 20 hours per week per channel of ready recapture time, even if the ITFS licensee is actually transmitting more than the 20 hours per channel per week ITFS programming minimum. That clearly is not the Commission's intent -- there is nothing in the *Report and Order* to suggest that the Commission intended to alter its historic policies

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[41/]Initially, each ITFS licensee was required to transmit a minimum of 20 hours per week per channel of ITFS programming (as well as some unspecified amount of formal educational programming). *MM Docket No. 83-523 SR&O*, 101 F.C.C.2d at 87. Subsequently, the Commission permitted ITFS licensees to engage in leasing during their first two years of operation so long as 12 hours per channel per week of ITFS programming was transmitted. *Amendment of Parts 21, 43, 74, 78, and 94 of the Commission's Rules Governing Use of the Frequencies in the 2.1 and 2.5 GHz Bands*, 5 FCC Rcd 6410, 6416 (1990).

regarding the amount of ready recapture time that must be made available to those ITFS licensees that actually utilize more than the 20-hour minimum. To eliminate any confusion, WCAI suggests that newly-adopted Section 74.931(e)(9) be revised to provide that an ITFS licensee engaged in channel mapping or channel loading need only preserve for ready recapture an amount of airtime per channel equal to 40 hours less the number of hours actually employed for ITFS transmissions.[42/]

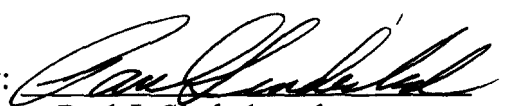
[42/]At the same time, WCAI suggests that the Commission make conforming editorial changes to Section 74.931(e)(2), which establishes the ready recapture requirement where channel mapping or channel loading is not employed and is similarly subject to misinterpretation.

III. CONCLUSION.

For the reasons set forth above and in the Educator's Petition for Reconsideration, WCAI urges the Commission to reconsider and clarify the rules and policies adopted in the *Report and Order.*

Respectfully submitted,

WIRELESS CABLE ASSOCIATION
INTERNATIONAL, INC.

By: 
Paul J. Sinderbrand
Dawn G. Alexander

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August 12, 1994

EXHIBIT A

Project Link

Cathy Terry's project links cable resources to classroom, curriculum, and community — and links students to learning.

A simple system can help media specialists connect students to the benefits of educational cable television.

By Cathy Terry

"THE TEACHERS WILL LOVE THIS," I thought back in 1992 when my principal informed me that cable would be installed during the summer. As a high-school librarian/media specialist, I knew this new service could provide students with opportunities too numerous to count.

At the first faculty meeting of the next school year, I informed the teachers about this wonderful new educational opportunity. Hoping to develop a videotape library, I designed a tape request form, distributed copies of some of the pages in *Cable in the Classroom*, and sat back and waited for the deluge of taping requests to pour in. Much to my surprise, not one request came in the first week. After two weeks of no taping requests, I had to back up and rethink the whole situation.

Free educational cable programs seemed like a perfect fit for Fairview High School. Located in the north-central county of Cullman, Alabama, Fairview High serves a diverse rural population. Educational funds have been pro-rated in Alabama for the past several years, which means less money to purchase or update magazines, textbooks, and library materials. Combined with the fact that students live in a rapidly changing society, the funding problem makes it a challenge to provide students with quality educational enhancement tools.

Cathy Terry
Fairview High School
841 Welcome Road
Cullman, AL 35055
(205) 796-5106
Subject: Librarian, Media Specialist
Grades: 7-12
Teachers in school: 35
Students in school: 600
Cable provided by: Century Cable

PHOTOGRAPH BY GLENN BAESKE

Why, then, were the teachers not requesting programs to be taped? After talking with the teachers, I discovered two things. First, most teachers did not have time to look over the viewing guides. Also, some of the teachers had never used videos in their teaching and were often intimidated by VCR equipment.

Armed with this information, and determined that students and teachers should take advantage of the educational programs on cable, I designed a plan to link the cable programs with the curriculum, with the teachers, and with the students. Thus, Project Link was born.

The main objectives of Project Link were: first, to provide information about utilizing cable programs to faculty and staff; second, to link available programs to current curriculum needs; third, to make the tape library more accessible and easier to use for teachers, who may be skeptical of new technology; and fourth, to develop administrative and community support for the project. To achieve the four objectives, Project Link was set up in four phases, some of which took place concurrently.

In the first phase, I held a workshop to tell teachers what programs were available, and developed a weekly newsletter to inform the faculty about new programs. In the second phase, the library staff (which consists of student volunteers and me) checked the textbooks for grades seven through 12. Then, using *Cable in the Classroom* magazine, we coordinated the available programs with the curriculum.

The library staff also played an important role in the third phase: getting tapes ready for teachers, and delivering and collecting the equipment. The newsletter contained a request form, so teachers could check off the programs they wished to use, along with the time and date of airing. I also developed some simple instructions to help teachers learn how to work the VCR during a planning period or after school. The idea was to make the whole process as easy as possible for teachers.

But in order for any project to be a success, there must be total support by all people affected by it. I strongly believe people are more apt to help a project along if they feel they have input and ownership in it. The final phase was to involve not only the school, but the community as well.

Community involvement was invaluable in helping to provide the funding needed to get Project Link off the ground, and was achieved in a number of ways. I informed the Parent Teacher Organization (PTO) about the project and requested money for the purchase of blank video tapes. I also met with a group of Cullman businessmen, chamber of commerce members, and members of the Cullman County Educational Board to explain how the project worked. Wal-Mart, our local Adopt-A-School sponsor, made 100 blank videotapes available at a large discount. Century Cable provided the school with free installation of cable into the library, free cable service, and a subscription to *Cable in the Classroom* magazine. They also provided a new TV, VCR, and cart.

During the annual meeting of county librarian/media specialists, I told my colleagues about Project Link and the newsletter concept. I hosted a second workshop to reach librarians and teachers in the surrounding schools, as well as new teachers at Fairview. I also met with the neighboring superintendent, principals, and school-board members to explain how the project worked. I concluded by conducting a survey to obtain input from the faculty on ways to improve the project.

Teacher enthusiasm tells me Project Link *is* having an impact. More requests than ever keep my staff and me busy. "Videotapes are an invaluable tool for my American history and world history classes," Jan Moody, a Fairview history teacher, told me. "Historical events that may seem vague when read about in a textbook or discussed in the classroom come alive for students on video."

But, for me, the most rewarding comments come from the students themselves. "I really like seeing programs about the things we study in science," said one student. "They help me understand what's going on a whole lot better than just reading about them in my science book."

The use of Cable in the Classroom has added a whole new dimension to education at Fairview High School. Quality programs have linked the students to the world outside of Fairview, and after all, that is what education is all about. ■

Cathy Terry was one of 11 national winners of the 1993 Century Cable C.A.R.E. Awards.

Tips for Media Specialists

THERE MUST BE HUNDREDS of excellent cable programs, but they aren't beneficial to students unless they are used by educators. I have developed a six-step plan designed to help media specialists/librarians reach those educators. Keep in mind that the main goal should be to help teachers, not to give them more work. You have to make procedures simple and easy or the teachers won't use the programs. They don't have time. Give the teacher what they want, when they want it, and they'll use it. Below are some guidelines for developing a successful tape library.

❶ Know your curriculum and teachers. Knowing the curriculum will allow you to keep your eyes open for programs that might be of interest to teachers.

❷ Know your equipment. Spend some time with your television. Learn how to set the VCR for timed taping. Learn what other options are available. (For example, Century Cable installed a special converter box, which allows me to tape three programs at once, and it was free).

❸ Know your guides. Be aware of and familiar with the viewing guides, and use them. I currently use *Cable in the Classroom*, *TLC Monthly*, *APT* (Alabama Public Television), *CNN Newsroom Newsline*, *C-SPAN in the Classroom*, and *Destination Discovery*.

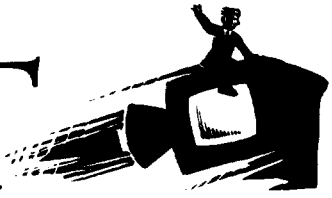
❹ Get the information to the teachers. I produce a weekly newsletter which lists all the programs I have taped that week. I place a copy of it in each teacher's mailbox. I use information provided in my guides to update the list daily, and add capsule descriptions of all programs taped that week, along with the length of the program, the date it was taped, and the source from which it came. I also take requests from teachers.

❺ Make check-out easy. I begin each newsletter by stating that all shows are available for immediate check-out. The teachers then circle or check the program they want and send the newsletter back to the library, or come in and get the tape to take home and preview. I've found that it helps to put the tape right in the classroom if you can.

❻ Communicate. Talk to your teachers and find out if they are working on anything new. Make suggestions to teachers about upcoming programs they could use. The key is consistent communication. — C.T.

EXHIBIT B

BLAST OFF!



How to use your TV and VCR as tools for active learning. By Al Race

❶ PREPARE YOURSELF

Select programs (or parts of programs) that meet your classroom objectives. Some teachers first find points they could make effectively with video, then look for a program that will work. Others find a program they like and then plan ways to apply it in class. Either way, preview your tapes whenever possible, looking for places to stop for discussion or to make a point. Take notes. Cue up tapes so they're ready to use in class. Use your VCR's tape counter to find the segments you want to show. Send away for support materials if they are available.

❷ PREPARE YOUR CLASS

Know your equipment. If you need to, prepare a cheat sheet of VCR operating instructions, or assign the equipment operation to students. Make sure the equipment is there when you need it, in good working order. Leave the lights on. Explain why you're showing this tape; give students specifics to watch and listen for; tell them what they'll be discussing afterward. Hand out maps, discussion questions, or vocabulary lists. Build time into your lesson for students to write their impressions or answer study questions.

❸ PARTICIPATE ACTIVELY IN CLASSROOM VIEWING

Use your VCR's pause button. Don't try to show too much video in one period. Replay some segments to emphasize a point or look for something different. Fast forward through irrelevant segments. Use the video as an audio-visual aid — as a starting point or illustration, not as a reward or an isolated, self-contained lesson.

❹ PRACTICE CRITICAL VIEWING SKILLS

Compare the ways different media (print, TV, radio) handle the same subject. Compare the media of different cultures. Compare different forms of the video medium, such as documentaries, news, entertainment, advertising. Discuss what was missing or different in video adaptations of books; what angles were ignored in documentaries; what stories were not reported on the nightly news — and why. Think about the sound track and its role in creating a mood. Discuss camera angles and the use of close-ups to create an impression. Get students to speculate where the camera was and how the actors or reporters must have felt when a particular shot was taken, and what must have been going on outside camera range.

❺ LEAD A POST-VIEWING ACTIVITY OR DISCUSSION

The lesson shouldn't stop when the tape does. Ask questions. Have students ask questions. Guide the discussion in the direction you want it to go. Play part of the tape again if you need to, or have students research the topic further using different sources of information. Initiate a related hands-on activity, such as an art project, science experiment, letter-writing campaign, field trip, or student video production. Don't let the video control your lesson — incorporate it into your unit by using it to take your students where *you* want them to go. ■

MEDIA LITERACY IN THE U.S.A.

MEDIA LITERACY is the ability to decode, analyze, evaluate, and produce communication in a variety of forms. A growing awareness of the need for media literacy in this country has resulted in significant progress (including, finally, agreement on its definition) and new resources for interested educators. New Mexico recently became the first state to include media literacy in its high school communications curriculum as part of a pilot program of The National Media Literacy Project. New Mexico teachers will receive training in preparation for teaching media literacy in at least 12 school districts this fall. Project coordinators hope the program will lead to similar initiatives in other states. For more information about media literacy, contact:

Center for Media and Values
1962 South Shenandoah St., Los Angeles, CA 90034; (310) 559-2944
Membership includes quarterly *Media & Values* magazine, a Media Literacy Workshop Kit, and other benefits. A comprehensive "Media Literacy Resource Directory" is also available for $2.50 (with discounts for orders of 5 or more).

National Alliance for Media Education
c/o OEP, 84 Wooster St., Suite 503, New York, NY 10012; (212) 941-5944.
A new organization and referral service (a.k.a. NAME) bringing together educators, academics, media literacy specialists, independent media artists, and many other professionals who share a common interest in media education.

National Telemedia Council
120 East Wilson St., Madison, WI 53703; (608) 257-7712
Promotes media literacy for children through educators, parents, and media professionals. Currently working with NAME to compile a national Media Literacy Clearinghouse and Center, and a Media Education Directory.

Strategies for Media Literacy
1095 Market St. #410, San Francisco, CA 94103; (415) 621-2911
Offers *Strategies* newsletter, teacher resources, workshops, customized referral lists, an electronic bulletin board, an elementary-level textbook, and *The Critical Eye*, an interactive videodisc on advertising for secondary classrooms.

EXHIBIT C

YOUR VOTE

– A Study Guide –

TV ALERT

"Your V[illegible]" a 30-minute program designed for use in high schools and c[illegible]s, will air on The Learning Channel on October 24, 1991, at 11:[illegible] a.m. Off-air taping rights permit educators to tape the program off the air and use it in educational settings in perpetuity. See back panel for video lesson.

This Study Guide was developed for the Robert A. Taft Institute of Government by Toby Levine Communications, Inc., Bethesda, Maryland.
Toby Kleban Levine, project director; Patrick J. Gallagher, editor; Dina R. Wolkoff, research assistant; Tracy T. Meyer, project assistant;
Peggy Friedlander, graphic designer. Cover graphics by Cactus Productions, Inc.

TAFT INSTITUTE

The Taft Institute is a national, not-for-profit, nonpartisan educational organization dedicated to building a politically informed and active American citizenry.

420 Lexington Avenue, New York, New York 10170, (212) 682-1530.

INTRODUCTION

Among the citizens of major democracies, Americans have the worst voting record. Young people have been particularly derelict in fulfilling this civic responsibility. Since 1972, a year after the 26th Amendment granted suffrage to 18-year-olds, the percentage of 18- to 21-year-olds who vote has been declining. In 1988, fewer than one in three individuals in this age group voted. According to a poll conducted by *Scholastic* magazine, most high school students do not think voting is very important.

This Study Guide was developed to help high school teachers and college faculty reverse these trends. It provides a list of key concepts that summarize the history of voting rights in America, includes a chronology of key events in American history that relate to suffrage, and suggests a variety of classroom activities that can help students understand why voting is important, who can vote, who does vote, and some vital information about the voting process. These activities also encourage students to make informed choices.

Teachers and faculty are encouraged to adapt these activities to meet the needs and interests of their students.

KEY CONCEPTS

★ No area of constitutional law has been amended as many times as voting rights. As early as 1804 and as recently as 1971, the Constitution has been amended on at least seven occasions to eliminate restrictions on the right to vote and to enlarge the franchise.

★ When the Declaration of Independence was adopted in 1776, many believed that only those who had an economic stake in the nation should be allowed to vote. Most states reserved the right to vote to white, male, Protestant landowners over age 21.

★ The Constitutional Convention gave each state the right to decide who could vote and how. State voting laws varied widely but often restricted voting to those who could prove full manhood, a year's residence, religious affiliation, and good moral conduct.

★ From 1790 to the beginning of the Civil War in 1861, voting requirements gradually became even more restrictive for everyone except white men. Even when property qualifications were removed from voting laws, Native Americans, immigrants, blacks, and women typically were denied the right to vote.

★ In order to gain the right to vote, many people have had to become politically active.

★ In 1866, following the Civil War, Congress passed a civil rights bill that defined citizenship and prohibited discrimination based on race. The 14th Amendment then granted citizenry to former slaves, and the 15th Amendment gave black men the right to vote.

★ Women first organized to gain the right to vote in 1848. Using sustained and sophisticated forms of direct action, women finally won the vote in 1920 with the passage of the 19th Amendment.

★ Today, U.S. citizens age 18 or older have the constitutional right to register and vote.

★ Voting is both a right and a responsibility.

ACTIVITIES

Additional activities appear in the Video Lesson on page 8.

Who Can Vote?

Using the Chronology: Over the years, people have been denied the right to vote for many reasons. These have included gender, race, citizenship, literacy, religion, age, and economic status. Duplicate the Chronology of Voting Rights History (panels 6-7) and distribute it to students. Ask them to find events that affected each of the above categories. Enter these events on a timeline that allows students to see how many years have passed between events. Have them put their own birth dates and those of their parents and grandparents on the timeline to underscore how recently voting rights laws have been amended. Encourage students to ask their parents and grandparents to contribute anecdotes about any involvement in the voting rights movement that they may have had. Discuss what strategies they may have used.

Extending the Electorate: To further underscore the length of time it took various groups to become enfranchised, discuss the following questions. Why did black men receive the vote 50 years before women did? When and why was the idea first raised to extend the vote to 18-year-olds?

Gaining the Vote: In general, three different methods have been used to gain the vote: constitutional amendment, legislative change, and judicial ruling. Have each student select and conduct additional research on one of the following groups that were enfranchised during the last 150 years of American history and determine what method or methods were employed to gain the franchise: African Americans, Native Americans, women, young people. Students can select from among the following activities a means of demonstrating what they have learned: a short story or play that tells something about the struggle to achieve the vote; a letter to the editor supporting or opposing their cause; an interview with a key figure who supported or opposed the cause.

Rights and Responsibilities: Voting is both a right and a responsibility. Each of the individuals listed below took a personal stand concerning suffrage. Have each student select one individual and determine:

- ★ When did he or she live?
- ★ With what voting rights issue is he or she associated?
- ★ What motivated the person to become involved in voting rights?
- ★ What strategies were used?
- ★ How successful was he or she in getting the support of others?

Students also might try to find a particular quote from the individual they research that exemplifies the individual's position.

People Who Made a Difference

- ★ John Adams
- ★ Susan B. Anthony
- ★ Justice Hugo Black
- ★ Harriet Stanton Blatch
- ★ Paulina Davis
- ★ Elliot DeLarge
- ★ Abigail Scott Duniway
- ★ Dwight D. Eisenhower
- ★ John Elk
- ★ Oliver Ellsworth
- ★ Thomas Hendricks
- ★ Thomas Howard
- ★ Andrew Johnson
- ★ Lyndon Baines Johnson
- ★ Mary Ann Chad Kerry
- ★ Martin Luther King
- ★ John Lewis
- ★ Mary Livermore
- ★ Bleva Ann Lockwood
- ★ James Madison
- ★ Virginia Louisa Minor
- ★ Gouverneur Morris
- ★ Lucretia Mott
- ★ Richard M. Nixon
- ★ Thomas Paine
- ★ Alice Paul
- ★ Theodore Roosevelt
- ★ Edward Schwartz
- ★ Elizabeth Cady Stanton
- ★ Lucy Stone
- ★ Miguel Trujillo
- ★ Ida B. Wells
- ★ Woodrow Wilson
- ★ Victoria Woodhull

Discuss: Are some groups in America still denied the right to vote? Who are they and in what ways is the vote denied to them? Should the Constitution be amended again with regard to voting rights? In what way and why? What have been some of the arguments against extending the electorate? Discuss these issues in the context of the major changes throughout the world in the late 1980s and 1990s in which democratic movements succeeded in previously controlled societies.

Who Does Vote?

Duplicate and distribute the following graph to students.

Voting Patterns of Different Age Groups

(percent reporting they voted)

★ ★

	18-20	21-24	25-34
1976	38.0	45.6	55.4
1980	35.7	43.1	54.6
1984	36.7	43.5	54.5
1988	33.2	38.3	48.0

Source: U.S. Bureau of the Census, *Current Population Reports*, series P-20, No. 440 and earlier reports.

Using the graph, have students discuss the following questions:

1. Which age group votes the most? Which age group votes the least?
2. What can you say about voting trends among all three groups between 1976 and 1988?
3. In what age group and in what years did a majority of members vote?
4. What can you say about the trend in voting as people get older? What do you think this means for elections?
5. Are voting rights wasted on teenagers?

The table above reports voting as a percentage of the entire population. Other studies may cite statistics based on a different polling group. Challenge students to find reports of the percentage in these age groups who have registered to vote. Do registration patterns match voting patterns? Why might some age groups register and vote in higher numbers than others?

Follow-ups: Research statistics on voter turnout for the following years: 1920, 1936, 1944, 1960. What are the trends in voter turnout between 1920 and 1960? How do they compare with more recent trends? Match upturns and downturns with the prevailing social, economic, and political circumstances. Or, select a particular population, e.g., women, particular minority groups, the elderly, and examine its voting patterns over a period of time.

Some countries, e.g., Italy, treat voting as a requirement of citizenship and penalize people who don't vote. Other countries, e.g., the United States, treat voting as a privilege. People have the right to vote but do not have to. Which system is likely to result in the highest voter turnout? Which system is likely to result in the most informed vote? Are Americans ever penalized for not voting?

Voting: The Process

Voting: It is important for students to understand that voting takes place in three stages: (1) registration, (2) analysis, (3) voting.

Registration: Some states have lengthy and difficult processes for registering; others make it easy. Some allow registration only at the county seat; some registration offices are open only a few days a week or a few hours a day; some states require registration every year. Others allow mail-in registration, "motor-voter" registration (first-time voters can register when they get their driver's license), registration at libraries, tax offices, unemployment offices, and schools. Discuss the extent to which each of these procedures makes it easy or difficult for people to vote. Compare and contrast these registration methods with those that existed historically. Have students develop what they believe would be the ideal method of registration and compare this to the actual procedures that exist in your state. Discuss: How could registration be made even easier where you live? What can students do to bring about such changes?

Analysis: Teaching young people about voting in part involves teaching them about choices. Have students make a list of all the situations for a given period of time in which they were allowed to make choices. These can be as mundane as which flavor ice cream they chose. In each instance, have them try to identify what the alternatives were and why they made the selection they made. Create situations in the classroom in which choices must be made. Help students articulate the basis on which they made specific choices. With older students, extend this activity to one in which students place their choices along a continuum and identify the likely outcomes of each alternative.

Some of the issues facing Americans as they approach the end of the 20th century are: health care, education, crime, the economy, the environment, and drugs (students should feel free to add to this list other items of concern to them). As preparation for voting in the next presidential or local election, students might identify a variety of points of view on each of these issues and begin to discuss the likely consequences of adopting one point of view over another. As candidates announce their intentions, students might track their positions on one or another of these issues.

Voting: Have students develop two lists: why people **should** vote and why people **don't** vote. Divide students into small groups and have each group select one item from either list and brainstorm ways in which they could communicate their message through one of the following media: poster, rap song, video, audio spot, editorial. Discuss with students: Which ideas were easier to promote: reasons why people should vote or messages that attempt to overcome reasons why people don't vote.

Bonus: Ask students: If you were planning a media campaign to encourage young people to vote, what people would you want to feature in it and why?

Challenge: Even though adults vote in greater numbers than young people, the number of adults voting also needs to be raised. Young people have more influence over their parents' actions than they might think. Challenge students with the following question: What would you do to influence your parents to vote?

Absentee Balloting: Many people do not vote because they are away on Election Day. Discuss what categories of people this might relate to, e.g., those in college, those travelling on business, those in the hospital, and so forth. Have students find out how to obtain an absentee ballot. Discuss: What could they do to encourage people who expect to be away to use absentee ballots?

CHRONOLOGY OF VOTING RIGHTS HISTORY

★**1776**: The Declaration of Independence is signed. The right to vote during the Colonial and Revolutionary periods is based on property ownership. Although some blacks were property owners, suffrage primarily was reserved for white, male Protestants over the age of 21.

★**1787**: The Constitutional Convention is held in Philadelphia. States are given the power to regulate their own suffrage laws. In most cases, suffrage remains in the hands of white, male landowners.

★**1789:** George Washington is elected president with the votes of only six percent of the entire population.

★**1848**: The first women's suffrage convention is held in Seneca Falls, New York. Elizabeth Cady Stanton proposes a Declaration of Sentiments demanding equal status for women in all areas, especially suffrage.

★**1865**: The 13th Amendment is ratified, abolishing slavery.

★**1866**: Congress passes a Civil Rights Act that defines citizenship and prohibits discrimination based on race. President Andrew Johnson vetoes the bill, stating that it favors the rights of blacks over whites. Congress overrides the veto, led by a majority of Republicans who believe that the former slaves will vote Republican.

★**1868**: The 14th Amendment is ratified, granting citizenship to former slaves.

★**1869**: The National American Woman Suffrage Association (NAWSA) is founded, with Susan B. Anthony as president.

★**1870**: The 15th Amendment is ratified, emphasizing the legal rights of blacks to vote and prohibiting state and local governments from denying that right.

★**1871**: Victoria Woodhull addresses the Judiciary Committee of the House of Representatives, stating that under the provisions of the 14th and 15th Amendments women are citizens of the United States and should be allowed to vote.

★**1872**: Susan B. Anthony votes, but is subsequently arrested for violating federal legislation that forbids the votes of confederates or traitors.

★**1875**: In *Minor* v. *Happerset*, the Supreme Court decides that suffrage is not coexistent with the right to citizenship granted in the 14th Amendment, and that women's rights are to be decided by state legislatures.

★**1876**: Southern states begin to enact measures that restrict the ability of blacks to register and vote. Poll taxes, grandfather clauses, and literacy tests are introduced in many states.

★**1884**: In *Elk* v. *Wilkins*, the Supreme Court rules that Native Americans are an exception to the 14th Amendment, and therefore do not enjoy the rights of citizenship.

★**1890**: Wyoming is admitted to statehood and is the first state to legislate suffrage for women in its constitution, after allowing women suffrage as a territory since 1869.

★**1909**: The National Association for the Advancement of Colored People (NAACP) is founded.

★**1912-13**: Women suffragists lead marches through New York and Washington, D.C.

★**1920**: The 19th Amendment is ratified, giving women the right to vote in both state and federal elections.

★**1924**: An act of Congress awards citizenship to Native Americans. In New Mexico and Arizona, Native Americans are refused permission to vote because they do not pay taxes on their lands which have trust status.

★**1943**: Senator Jennings Randolph from West Virginia introduces a bill to lower the voting age to 18 in both state and federal elections. Georgia lowers its voting age from 21 to 18 in state and local elections.

★**1947**: Miguel Trujillo, a Native American and former Marine, sues New Mexico for not allowing him to vote. Trujillo wins on the grounds that since Native Americans pay most forms of taxes, the voting ban amounts to illegal taxation without representation. All Native Americans in New Mexico and Arizona are now allowed to vote.

★**1957**: The Civil Rights Act of 1957 authorizes the Justice Department to punish any interference or disruption of protection for black voters.

★**1960**: The Civil Rights Act of 1960 authorizes courts to appoint federal referees to protect voting rights and declares the obstruction of these court orders a federal offense.

★**1961**: The 23rd Amendment grants residents of the District of Columbia the right to vote in Presidential elections.

★**1964:** The Civil Rights Act of 1964 further attempts to guarantee the right to register to vote without fear of reprisal.

★**1964**: The 24th Amendment guarantees that the right to vote shall not be denied or abridged by reason of failure to pay any poll tax or other tax.

★**1965 (March)**: In Alabama, 25,000 people led by Martin Luther King, Jr., march from Selma to Montgomery to demand further voting protection.

★**1965 (August)**: The 1965 Voting Rights Act makes discriminatory state voting practices illegal.

★**1968**: Demonstrations protesting the Vietnam War are at a peak, as are demands to lower the voting age. Proponents of lowering the voting age say people who are old enough to fight are old enough to vote and believe that it will encourage young people to become active in politics and community affairs. Opponents view the demonstrations as evidence that young people are disruptive, irresponsible, and violent.

★**1970 (June)**: Amendments to the Voting Rights Act lower the voting age to 18. These amendments also ban the use of literacy tests.

★**1970 (December)**: In *Oregon* v. *Mitchell*, the Supreme Court rules that while the Voting Rights Act may allow citizens aged 18 or older to vote in national elections for Congress, President, and Vice President, a uniform age in state elections can only be achieved through a constitutional amendment.

★**1971**: The 26th Amendment is ratified, granting suffrage to 18-year-olds.

★**1975**: Amendments to the Voting Rights Act require that certain voting materials be printed in the language of specific minority groups.

A SPECIAL RESOURCE: VIDEO LESSON

"Your Vote" is a 30-minute innovative video designed for use in high school and college classrooms. It urges young people to vote and chronicles the history of voting rights in America, focusing particularly on the attainment of suffrage of four major groups: African Americans, women, Native Americans, and young people. The video combines dramatizations, historic footage and archival photographs, contemporary analyses by political scientists, and the presentation of student views in an upbeat, fast-paced story. Frank Zappa hosts and narrates.

Political commentators include Birch Bayh (former U.S. Senator from Indiana), Ira Berlin (professor, University of Maryland), Herbert Brownell (attorney general during the Eisenhower administration), Ellen DuBois (professor, University of California, Los Angeles), John Lewis (civil rights activist, now U.S. Congressman from Georgia), George McGovern (former U.S. Senator from South Dakota and 1972 Democratic Presidential nominee), Jerry Moore (professor, University of Virginia), and Terborg Penn (professor, Morgan State University).

★ Before Viewing

Teachers are encouraged to view the entire video prior to showing it to students and to establish a viewing focus for students. Any of the discussion questions below can serve as this focus. As an alternative, see page 3 for a list of individuals who appear in the video. Each student can be assigned one or more names and asked to pay particular attention to the role that individual played in the history of voting rights in America. Teachers of younger students may find it helpful to review some key vocabulary words.

★ Vocabulary

abolitionist: a person opposed to slavery and for the rights of blacks.

abridge: to reduce or lessen, as in the enactment of laws that abridged the rights of certain individuals.

enfranchise: to grant the right of citizenship — specifically, the right to vote.

grandfather clause: a part of a legal document that allows certain situations that existed prior to the new law to continue to exist even though the new law prohibits them.

majority: more than half the number of votes cast in an election.

plurality: a greater number of votes than those cast for any other candidate.

suffrage: the right to vote and exercising the right to vote.

★ Discussion Questions

1. What does the subject matter of the video have to do with you personally?
2. What should the qualifications for voting be in a democracy?
3. How might life be different in the U.S. today if certain groups didn't have the right to vote?
4. What will it mean for the future of democracy if the percentage of Americans who vote in national elections continues to decline?
5. How can young people be encouraged to vote?

★ Follow-up Activity

What regulations govern voting registration where you live? Do they serve to encourage people to register or to restrict the number of people who register? If the latter, what actions would be required to change them? What can your class do to help effect these changes?

"Your Vote" is a co-production of The Robert A. Taft Institute of Government and The Learning Channel. Writer/Director: Carl Rutan. Project Manager: Maryann Feeney, The Taft Institute. Senior Research Associate: Dr. Christine Scriabine, University of Hartford. Graphics: Bob Tyskowski, Dick Cronin, Randy Tede. Claymation: Brian McCall. Research Associates: Richard Hardin, The Taft Institute; Dr. Mary Hepburn, University of Georgia; Dr. Jerry R. Moore, University of Virginia; Dr. Edmund Sullivan, Museum of American Political Life, University of Hartford. Students: Marissa Quintos, Laura Lausen, Steve Ernst, Audra Dial. For information on how to obtain videocassettes of "Your Vote," contact The Robert A. Taft Institute of Government, 420 Lexington Avenue, New York, New York 10170, (212) 682-1530.

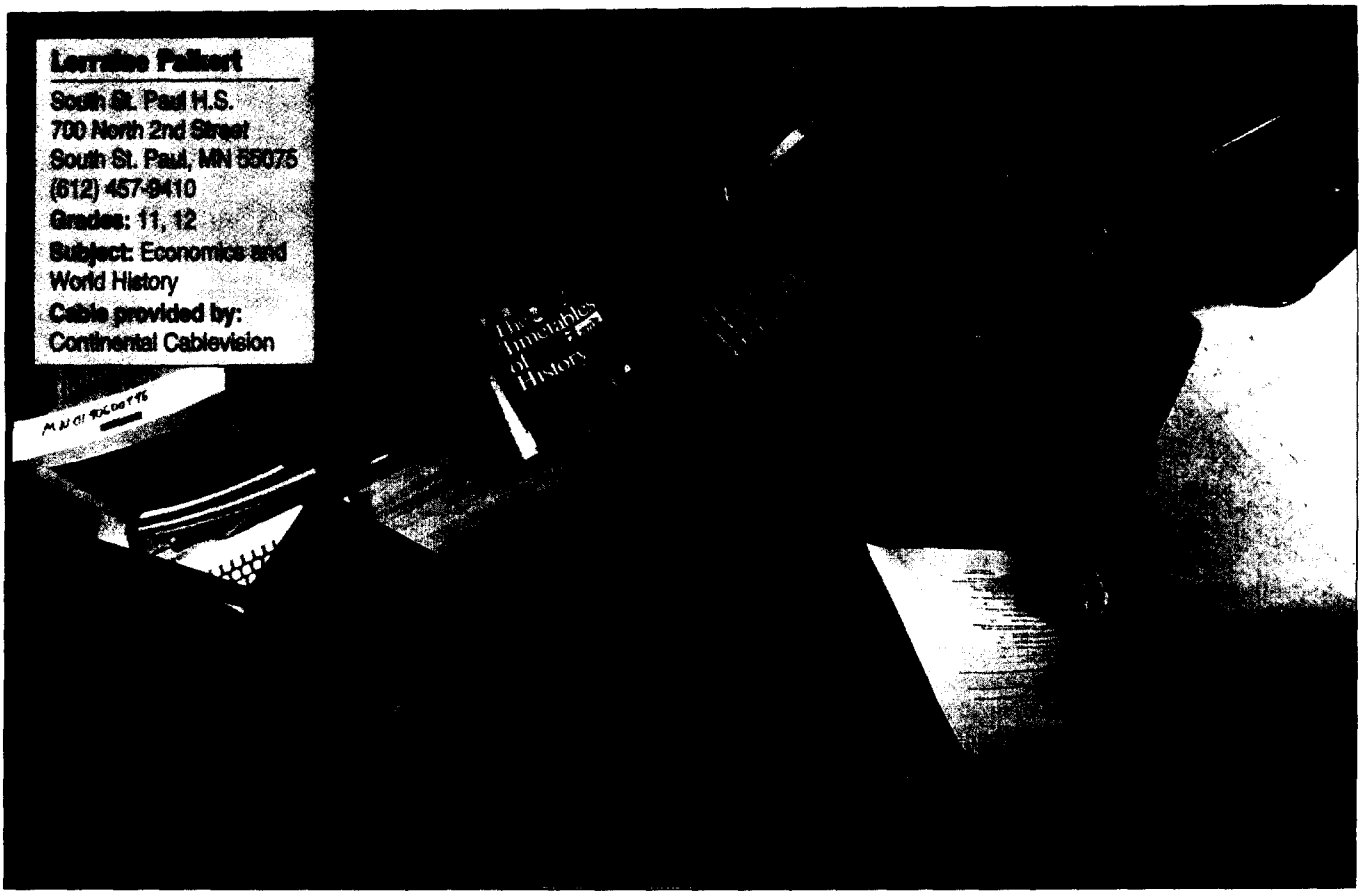
EXHIBIT D

Support Materials Series

Part II: CNN Newsroom

Using the News

Daily classroom guides make CNN Newsroom *a text for our times.* *By Lisa Gillim*



EVERY NIGHT, A NEW TEXTBOOK comes in for Lorraine Palkert's 11th- and 12th-grade classes at South St. Paul High School in Minnesota. It isn't a textbook in the traditional sense, of course — it's the *CNN Newsroom* Classroom Guide, downloaded from X•Press X•Change, the cable-delivered computer information service. Today, Palkert will use the guide to begin a unit in her world history class.

"*CNN Newsroom* has become one of my primary sources," she explains. "The way I teach history right now is to start with a current event and then study the area. I think it assists students to understand that today's problems have historical beginnings."

The daily format of *CNN Newsroom* makes its information far more current than any printed textbook, but it gives teachers little advance time to explore the program's contents and plan classroom applications. And, as Palkert says, "If a program's accessible, you're going to use it. If not, forget it."

Which is exactly why Turner Educational Services Inc. (TESI) devised a daily study guide to accompany *CNN Newsroom* — to help teachers tie breaking news and current issues into pre-existing curricula. To make the guide available to as many educators as possible on a daily basis, TESI also arranged for several different ways of distributing it electronically (see box).

Palkert admits her luck in having the resources and systems in place for quick access of the program. Her classroom is equipped with a TV, VCR, and computer to download the study guide from X•Press X•Change. She also has an audio-visual director who tapes *CNN Newsroom* each day and prints out copies of the study guide.

"When I get to school," says Palkert, "in my mailbox will be a copy of the tape and also the study guide. I quickly scan over that first page of the guide, which describes each of the stories, how long they are, and their placement. Then I can decide, 'Okay, I think this one will fit in perfectly in economics.' Then I'll go to my room, view the tape, and look at the suggestions that follow in the study guide. And if the study guide has a chart, as it quite frequently does, I'll make a copy of that to distribute to the students."

The four-page guide contains an overview of the day's stories,

– PHOTOGRAPH BY ANDY KING

a page of questions and activities that covers the entire show, a "Desk" page that focuses on different news areas for each day of the week, and a student hand-out that relates to one of the news items. The guide also includes prominent vocabulary, references to related past stories, announcements of upcoming news coverage, and warnings to teachers about segments whose content may be too graphic or violent for younger audiences.

"When teachers first begin using the study guide," advises Palkert, "they should look very carefully at pages 3 and 4 because those are the pages they might start off with since they are so detailed. This is where they delve into their feature, be it the Business Desk feature or be it the Science Desk feature. Here they give you detailed lesson plan ideas that really probe an issue."

One activity Palkert used prompted her twelfth-grade current events students to analyze different health care plans, as discussed in that day's episode. She divided the students into groups, then distributed copies of a chart taken from the study guide that listed pros and cons of various plans. Each group focused on one column, evaluated a specific plan, and presented its findings to the class, resulting in the students learning from each other as well as from classroom materials.

Another day, she used discussion questions from the Business Desk page to follow up on a story about changing work practices in fast-food restaurants. "Students were very, very impressed by that particular piece because it was about fast-food restaurants, and in many cases they work in one," Palkert points out. "The discussion questions did such an excellent job of getting students to think about how this development relates to them and their lives, as well as the lives of others."

"The philosophy behind the study guide has always been that we want to promote critical thinking about the news that students have just seen," explains Pat Schneider, founding partner of Teachable Tech, the organization that writes the *CNN Newsroom* guides. "The activities usually ask open-ended questions so students will start thinking about the problems they've just seen on the screen and try to think of ways to solve them. And we want to make sure that students start reading, so we direct them to newspapers, news magazines, and other sources they can turn to if they decide they have to find out more than a two-minute piece on a news program can show them."

The study guide creators at Teachable Tech, all of whom are or were teachers, apply their collective experience to make the guide both teacher-friendly and educationally valuable. Each night, two writers clock in around 9:00 and work directly with the program's producer, Larry Blake, in Atlanta. The writers use CNN on-line library resources to obtain background information on stories. Then they consult with local teachers to brainstorm lesson plan ideas. After the guide is written, it is sent via modem to Washington, D.C., to be edited and distributed to schools along the various telecommunications networks.

"The schedule can be grueling," admits Schneider, "but we think it's important that the guide always reflects exactly what the show is, so teachers can rely on it. When I was teaching, it was important to me that someone who knew the subject — and knew something about teaching — was giving me the material."

"With a subject like current events, you don't have time to get ready for it," adds Palkert, "so the study guide does all the footwork for you, and the fingerwork. It allows the limited time you have to be used to its maximum efficiency." ■

For more information, see listings under Social Studies: Current Events, or call 1-800-344-6219. Next month in the Support Materials Series: PBS' Scientific American Frontiers.

Getting the Guide

There are many ways to receive the daily teacher's guide. Most involve some kind of electronic mail service, requiring a computer and modem (or modem-like interface unit), although it can also be sent via fax. Many state Departments of Education are also carrying the guide on regional educational computer networks. For more information, call 1-800-344-6219.

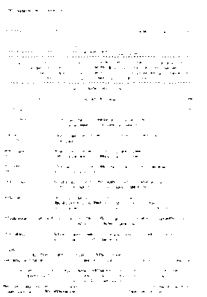
X•Press X•Change: Available on basic cable in most areas, this computer information service offers CNN support materials as well as constantly updated international news wires and many other resources. Requires a Macintosh, IBM-compatible, or Apple II computer (as well as some other types), X•Change software, and an interface unit to connect the coaxial cable to your computer. No monthly fee. Contact your local cable company to check availability, or call 1-800-7PC-NEWS for more information.

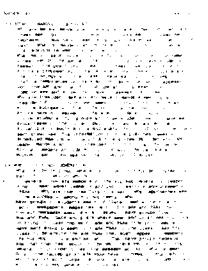
America Online: This on-line information service carries the *CNN Newsroom* guide, libraries of information, maps, interactive dialogue conferences, and message boards to exchange teaching strategies for the use of technology in the classroom. Also carries *Earth Matters* environmental materials, Library of Congress Online, and other resources. Requires Macintosh, IBM-compatible, or Apple II computer, America Online software, and a modem. Monthly school purchase order accounts are available. For information, call 1-800-344-6219.

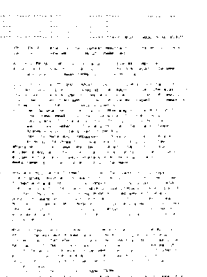
GTE Education Network Services: An electronic mail service that carries the guide, as well as the Youth News Service that publishes student journalism pieces and a variety of databases. Requires a Macintosh or IBM-compatible computer and modem ($198 annual fee). For more information, call 1-800-927-3000.

Learning Link: Available in selected areas throughout the U.S. this e-mail service carries a variety of resources, including *CNN Newsroom* study guides and PBS support materials. Requires a computer and modem. Call your local PBS affiliate to check availability.

MCI: Guides are available via e-mail with a computer and modem ($200 annual fee) or fax ($250). For further information, call 1-800-388-4128.







The *CNN Newsroom* Classroom Guide: a practical companion.

EXHIBIT E

Weather

Searching for lessons that hit home? Look to the sky. By Lynne Hoffman Keating

"LOOK AT THE CUMULONIMBUS CLOUD!" exclaimed an eighth-grade student in Priscilla Brown's class at McEvoy Middle School. She pointed out the window, where a storm was brewing over Macon, Georgia. "That cloud was not in the sky when I left for school."

Just weeks before, that student would have checked the sky only to see whether she should bring a raincoat. Now when thunderstorms threaten, students in Brown's class discuss fronts and air masses. Wind is a force to be measured. And the occasional snowflakes in this middle-Georgia town have become scientific specimens for students to study and sketch.

Last year, Brown helped develop a special weather unit for the Macon School System's earth science curriculum as part of a pilot project sponsored by The Weather Channel (TWC) and Cox Cable of Middle Georgia. Winner of last year's Georgia Teacher of the Year Award, Brown was one of two science teachers in the district selected to incorporate TWC's daily series, *The Weather Classroom*, into their curriculum.

Priscilla Brown
McEvoy Middle School
1751 Williamson Rd.
Macon,GA 31206
(912) 784-3158
Subject: Science
Grade: 8
Students in school: 1100
Teachers in school: 60
Cable provided by:
Cox Cable Middle Georgia

"What the Weather Channel allowed," Brown says, "was the ability to cover weather in much more detail than our usual unit." Using the daily series, several severe-weather videos taped previously on TWC, and the *Weather Classroom* text/workbook, Brown captured the attention of her students by focusing on activities.

"The book is invaluable, because each chapter is full of activities developed to appeal to kids," says Brown. Writer Karen Wenning Moore collaborated with Weather Channel meteorologists and David J. Martin, Ph.D., assistant professor of education at Kennesaw State College in Marietta, Georgia, to develop the 75-page text, which features easy instructions for understanding meteorology, climatology, and the environment.

"Most of the project ideas came from my own experience as a science teacher," says Martin, who now teaches elementary and early childhood education. "We wanted this to be as complete a learning guide on weather as possible, while also being activity-oriented. We tried to include hands-on activities that kids could do themselves in every chapter, all chosen to lead toward the final goal of producing their own meteorology show."

To start her unit, Brown's students learned the layers of the atmosphere by making a mural. She divided the class into groups and assigned each a different layer, each layer a different color. "The students became fascinated with this," recalls Brown. "The process of discovery was overwhelming. They thought the troposphere was the major layer and discovered, in fact, it's really a thin layer. This blew their minds."

"At first I thought this was just another class to keep us busy," says eighth-grader Antonio Reed. "I didn't want to take it because it seemed boring. But the first assignment changed all that. We got to be creative and, by coloring the mural, it became easy to understand."

Classmates Shacourtney Walker and Kim Davis also liked the creative activities Brown used to get students excited about meteorology. Walker wrote several stories based on weather, and Davis enjoyed making a T-shirt and bumper sticker with weather slogans. "You could be creative, do science, and have fun all at the same time," Davis says. "The other part I liked was working with groups, sharing ideas, and learning from each other."

After students had become interested in the topic, Brown says, it was easier to assign them more scientific, curriculum-related projects. Through a variety of hands-on activities, students learned about experimentation, classification, communication, conclusion, and hypothesis. They learned how to read a barometer, use a rain gauge, read a thermometer, read a map to follow fronts, and even how to predict weather.

"One activity that captured their attention was the comparison of the temperature of water to soil," Brown says. To prepare her class, she discussed how climate and landscape relate to temperature changes: soil warms during the day and cools at night, but in the desert the differences are much greater than in the tropics. Then they discussed differences in soil and water around their school, and made paper thermometers to practice reading the calibrations in both Fahrenheit and Celsius.

Working in groups of eight, the class tested the temperatures of water left outside all day, boiling water, and water from a creek. They also took temperature readings from the soil in various places around the school. Three different classes participated, taking temperatures at 9:30am, noon, and 3:30pm, from which the students concluded that water cools more quickly than soil.

Some basic equipment donated by TWC as part of the pilot project helped make that and many more classroom experiments possible. "The Weather Channel gave us compasses to check wind direction, a rain gauge, barometer, soil thermometer, buckets to put soil in, globes to study the Coriolis effect, and a magnifying glass so students could look at different kinds of soil," Brown says.

Tips for Teaching Weather

1. Use the full potential of video, so students can see fronts moving, not just as stationary lines on a map.
2. Use both TV and newspapers to make the connection between weather and current events, between the causes of weather and the results that affect us all.
3. Aviation is a field that's particularly affected by weather. Include a look at how pilots and airports deal with weather, and how our air travel plans are affected as a result.
4. Allow kids to have hands-on experience reading instruments.

Watchers

Priscilla Brown's students must learn how to measure weather before they can forecast it.

"We also developed interdisciplinary learning activities that included art, music, and drama," Brown adds. "But most of all, a great emphasis was placed on allowing students the opportunity to use higher-order thinking skills. We've got to get rid of the notion that we can departmentalize science. Then we can make science more relevant to student life."

Through all the activities, students recorded daily weather charts and kept a journal of their impressions, insights, and reactions. And by combining these learning experiences, the students became prepared for the ultimate activity: producing their own weather show, a program that took two and a half weeks to plan.

"Once they were involved, the students ran away with this project," Brown says. To prepare, students tracked weather reports for a month, some watching a local show, some viewing The Weather Channel, and some tracking newspaper accounts. "This became a lesson in critical viewing. They became fascinated with the major discrepancies between newspaper and television reports.

"Then came the moment when they were challenged to forecast the weather," she continues. "Did they have a ball with that! In the end, they declared they had to look at all the channels to get an idea of what the weather would be. This led to a discussion of the sophistication of technology and what meteorologists use."

The students created their own sets, and filled most other roles. Reporters chose which region of the country they would forecast, then worked with the director to finalize the eight segments. The music director worked with reporters to plan music. "I was a floor manager and had to make sure everyone was quiet," says student Maurice Major. "I thought it would be totally fun, but I got tired of getting the class quiet. It was like being a teacher."

"The weather unit changed me for the best," says Natashia Hall. "I feel more confident about myself. I know a whole lot about my Earth and its special features. I feel smarter, too. Before the unit, I thought the weather was just there. I would get up, look out the window, and think: rain, sunshine, or snow. I didn't care about the weather. I cared about dressing for it. Now I care about how it affects me and my surroundings." ■

Priscilla Brown is also featured in Cable in the Classroom's new teacher-training kit, A Tool for Tomorrow, Part II. *For more information, call (703) 845-1400. For information about* The Weather Classroom, *see listings under Science: Earth Studies, or call (404) 801-2503. For information on purchasing the text/workbook, see page 18.*

The Cable Connection

Cox Cable Middle Georgia has wired 77 elementary, middle, and high schools in its franchise area to receive Cable in the Classroom programming, free of charge. Two of Macon's middle schools also have their own satellite dishes, with which they receive weather information.

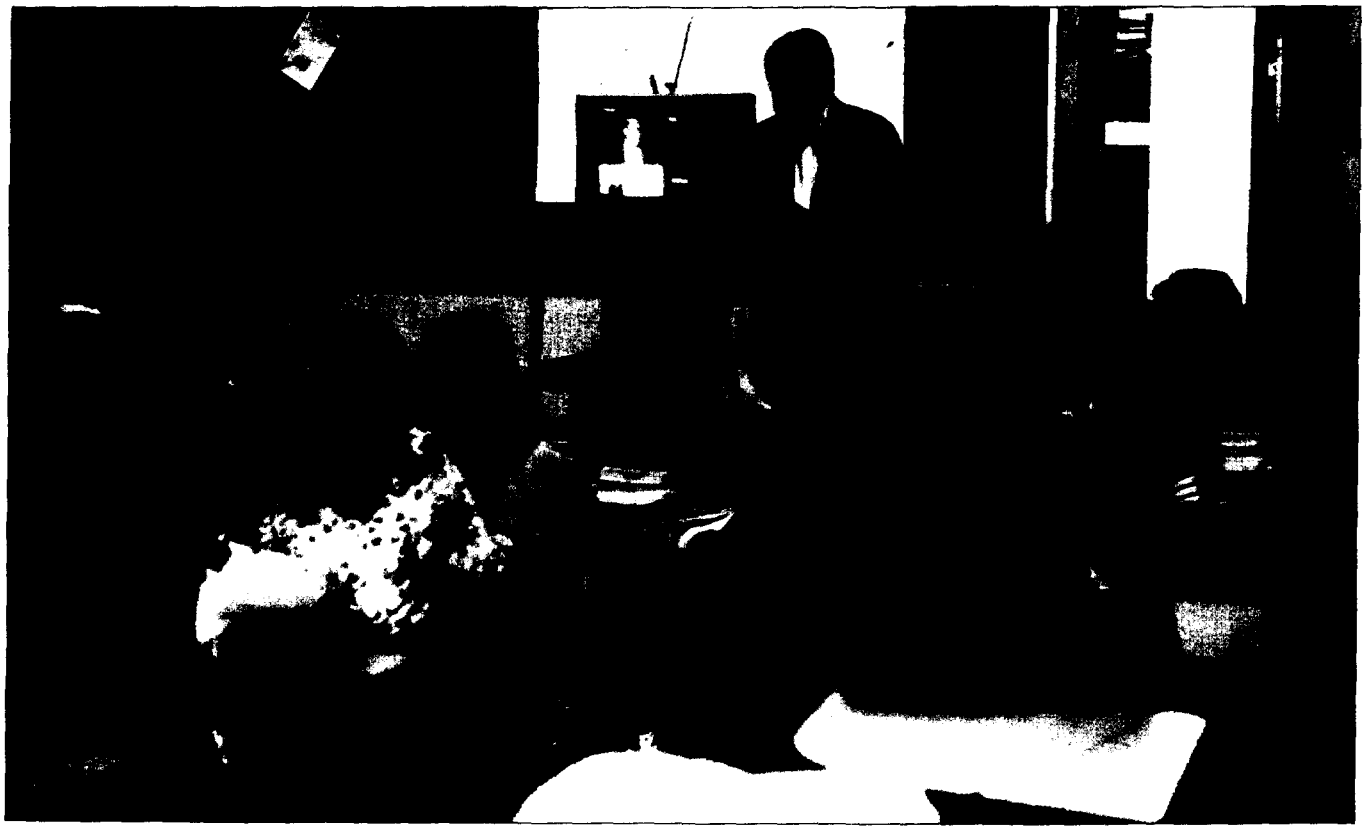
In addition to their pilot project with Cox, The Weather Channel worked with several other cable companies last year to offer prizes for schools in return for promoting the use of *The Weather Classroom.* More than a dozen cable companies took advantage of the promotion, resulting in contributions of TVs, VCRs, blank tapes, *Weather Classroom* text/workbooks, and subscriptions to *Cable in the Classroom* magazine — in all, worth about $5,000. Participating cable companies included: Storer Cable and Continental Cablevision of Virginia; Century Cable in Enterprise, Ala.; Vision Cable in Clearwater, Fla.; Warner Cable in Fayetteville, Ark.; KBLCOM in Miami, Okla.; Southwest Missouri Cable; TCI Tyler in Texas; TCI Hayward in California; Casco Cable in Brunswick, Maine; Marcus Cable in Menomonie, Wisc.; and Cable TV of North Central Montana.

– PHOTOGRAPH BY MICHAEL SCHWARTZ

EXHIBIT F

Government Support

C-SPAN's new high school teacher guide provides information, accessibility, and flexibility. By Lisa Gillim



William Hardin brings Washington to West Virginia with C-SPAN.

WHEN IT CAME TO USING C-SPAN in his classes, William Hardin felt he could be doing more. A seventh- and eighth-grade history and civics teacher at Wayne Middle School in Wayne, West Virginia, Hardin recognized the potential educational benefits of C-SPAN's uncut, uncensored coverage of the U.S. government in action, but he wasn't sure of the best way to use it so that it became accessible to his students.

William Hardin
Wayne Middle School
P.O. Box 458
Wayne, WV 25570
(304) 272-3227
Grades: 7, 8
Subjects: History and Civics
Students in school: 620
Cable provided by:
Triax Cable

Hardin was not the only teacher to face that dilemma. So when C-SPAN's support-material designers set out to create a new 24-page study guide, their primary goals were to make C-SPAN's live government coverage more accessible to classroom use, and to alert teachers to lesser-known C-SPAN programs. The new annual guide that resulted provides both detailed information about the full range of C-SPAN programming — from live Congressional coverage to prerecorded programs like *Booknotes*, *America and the Courts*, and *C-SPAN Classroom* — and practical suggestions for using those programs, including teacher-authored lesson plans in several disciplines.

"In the past, I would turn on C-SPAN to whatever was showing and ask the kids a few questions afterwards," says Hardin. "The new guide has given me a lot more options. Now I have more directions on what to watch and where to go with it."

Hardin's most recent success was a project which used the guide's newspaper article exercise and a tape of a speech made by Supreme Court Justice Clarence Thomas to the Clairmount Institute. Before showing the speech in class, Hardin introduced the subject by giving background information on Clarence

PHOTOGRAPH BY TERRY RANSON